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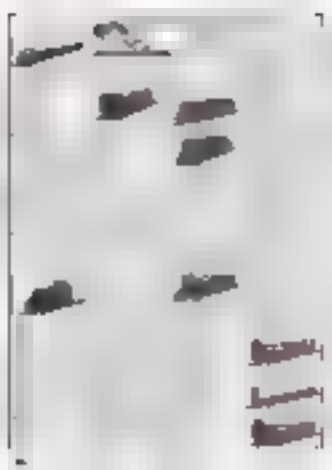
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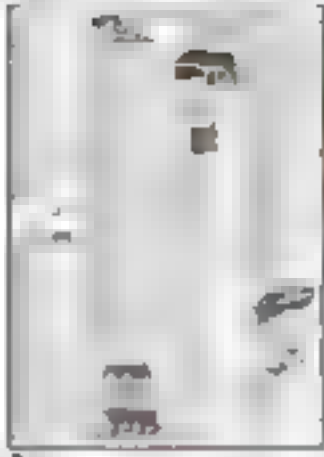
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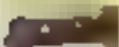




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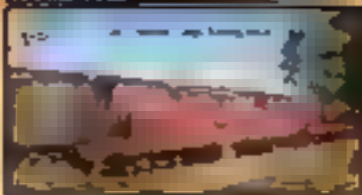
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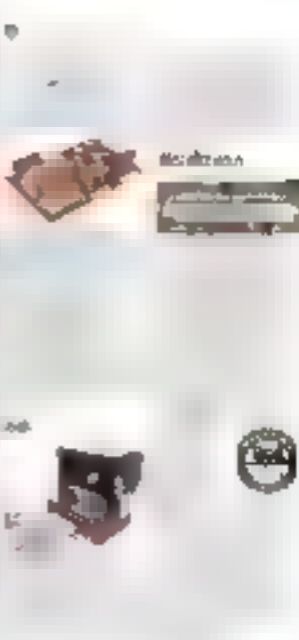
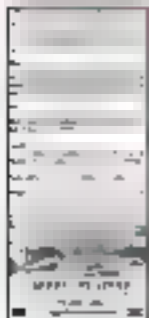
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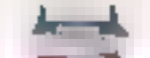
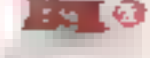
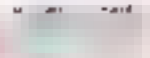
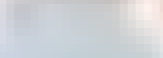
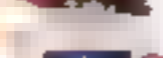
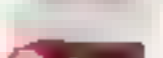
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Figure 1. The effect of the number of trials on the mean number of correct responses.

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1. *Journal of Management Studies*, 1991, 28, 1, 1-15.



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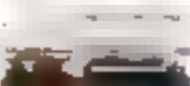
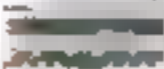
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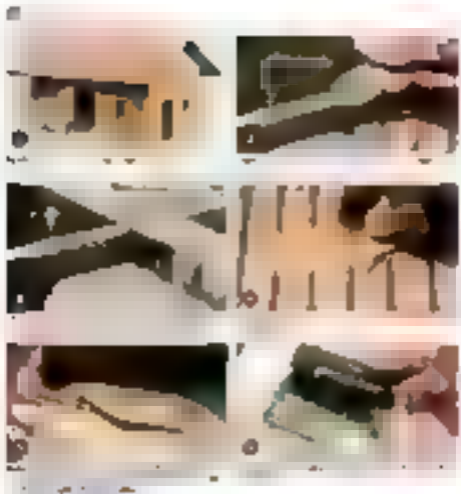


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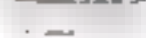
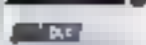
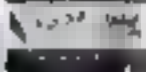
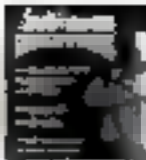
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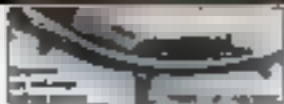


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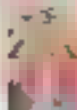
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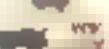
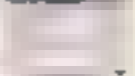
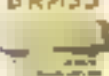


COAST TRAINS

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John Brown's 1859 raid on Harpers Ferry

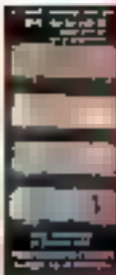
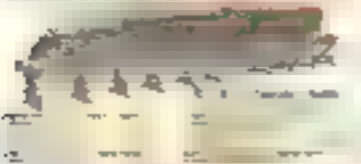
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Black, Silver and Gunmetal Blue

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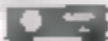
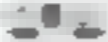
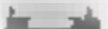
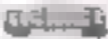
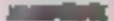




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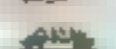
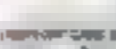
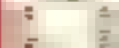


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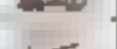
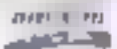
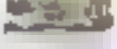




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AMERICAN TRAINS

THE AMERICAN TRAIN

THE AMERICAN TRAIN

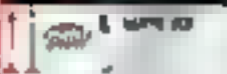
THE AMERICAN TRAIN



Category	Percentage
1. <i>Very good</i>	10.0
2. <i>Good</i>	20.0
3. <i>Fair</i>	30.0
4. <i>Poor</i>	20.0
5. <i>Very poor</i>	20.0

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 2. **Background**
 3. **Methodology**
 4. **Results**
 5. **Discussion**
 6. **Conclusion**
 7. **References**
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1. **Introduction**
 2. **Background**
 3. **Methodology**
 4. **Results**
 5. **Conclusion**
 6. **References**



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 2. **अनुसूचित जाति (अ.ज.)**

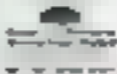
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Journal of Internal Medicine 247: 399–406

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continued on page 102







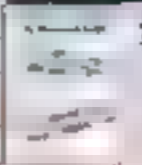


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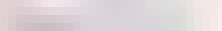
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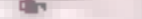
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300	0.00
350	0.00
400	0.00
450	0.00
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550	0.00
600	0.00
650	0.00
700	0.00
750	0.00
800	0.00
850	0.00
900	0.00
950	0.00
1000	0.00



300 nm



400 nm



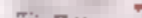
500 nm



600 nm



700 nm



800 nm



900 nm



1000 nm



1100 nm



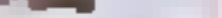
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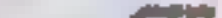
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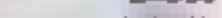
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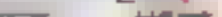
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1700 nm



1800 nm



1900 nm



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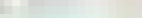
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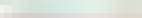
2200 nm



2300 nm



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2500 nm





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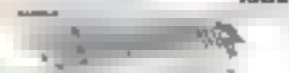
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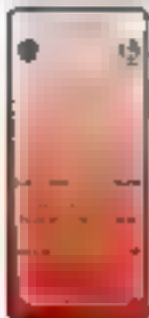
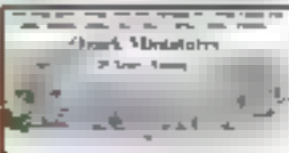
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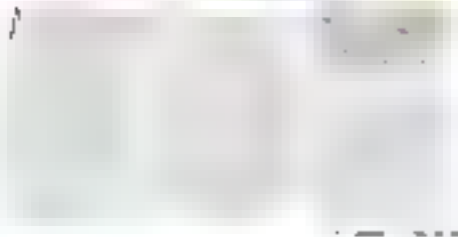


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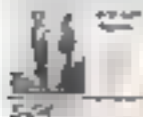




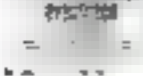
Wood and wherrylog railway plant



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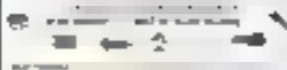
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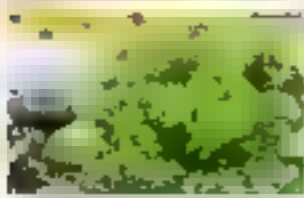
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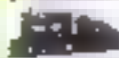
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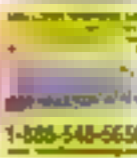


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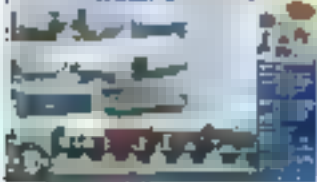
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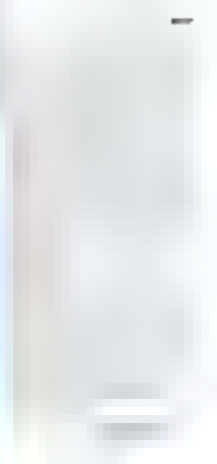
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WATER NAME





Black and white photo

Cornwallis Yard















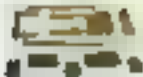


A shortened starter

by Peter



Figure 1: A shortened starter



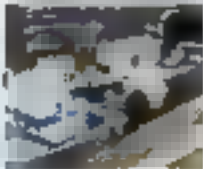




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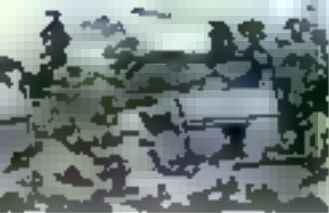


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ה'תש"ח



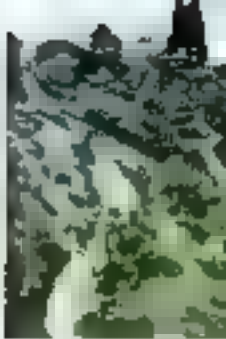


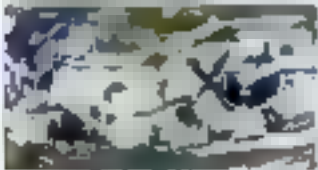




Purbeck

1881-1882







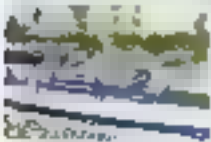
16th mineral wagon



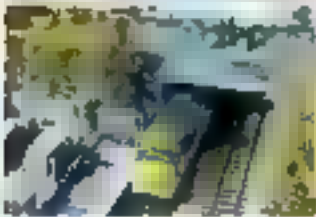
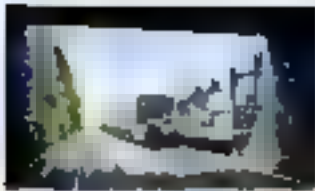




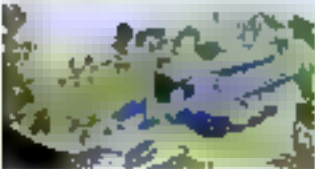
Brownworth Station





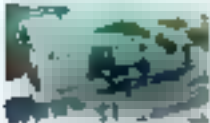








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60153 Tornado

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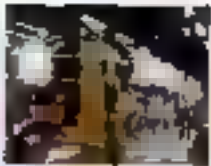
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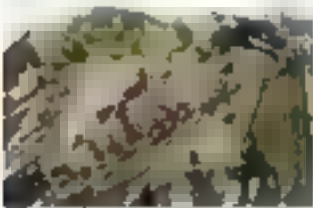




English History 1

Burnside

TOP OF THE MOUNTAIN



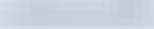






READERS LETTERS







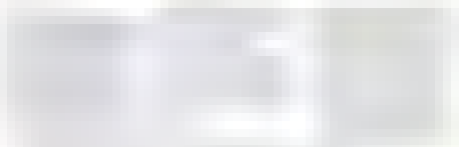
Asphalt roads for your garden railway

If you're looking for a way to make your garden railway more realistic, asphalt roads are the way to go. They're easy to make and look like real roads.

By [Name]

PROJECT





A change of pace: a change of scale





Early 1900s



Early 1900s
The school
The school building was built in 1900 and was the first building to be built on the site.

Build a better boxcar for less



It's possible you'll save time, or
even money, for less. It's also possible

•



W

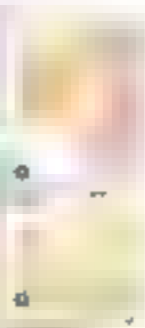
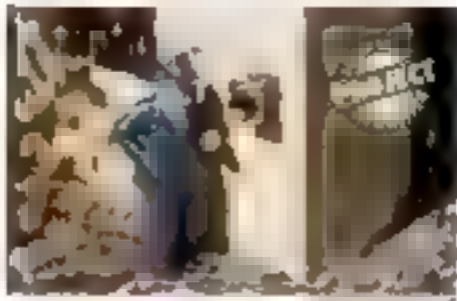






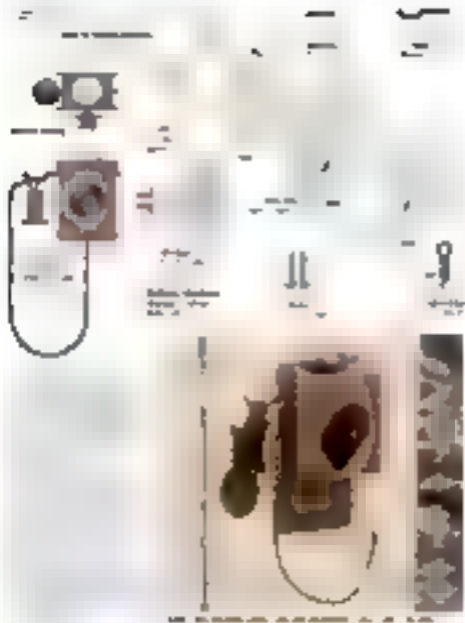
Fig. 1

Build railroad telephones



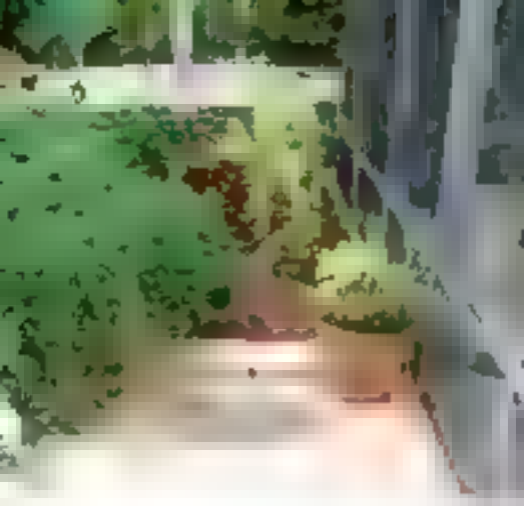
The 200-year-old building is the oldest in the city.

It is a



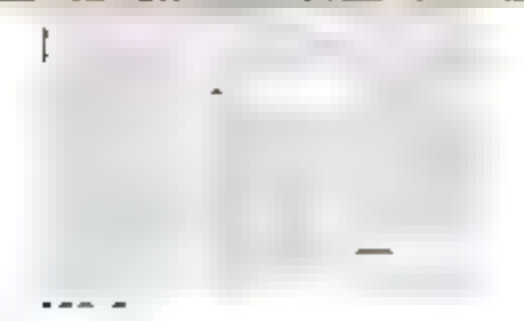


The Hurricane



Route

Following a network of scenic routes
in the





1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.



High School 1 - 2000

High School 1 is a public high school located in the city of [City Name]. The school was founded in [Year] and has a long history of providing quality education to its students. The school is currently serving approximately [Number] students in grades 9 through 12. The school's mission is to provide a rigorous and challenging education that prepares students for college and career. The school's faculty is highly qualified and dedicated to the success of their students. The school's facilities are modern and well-maintained, providing a safe and secure learning environment for all students.

High School 2 - 2000

High School 2 is a public high school located in the city of [City Name]. The school was founded in [Year] and has a long history of providing quality education to its students. The school is currently serving approximately [Number] students in grades 9 through 12. The school's mission is to provide a rigorous and challenging education that prepares students for college and career. The school's faculty is highly qualified and dedicated to the success of their students. The school's facilities are modern and well-maintained, providing a safe and secure learning environment for all students.

High School 3 is a public high school located in the city of [City Name]. The school was founded in [Year] and has a long history of providing quality education to its students. The school is currently serving approximately [Number] students in grades 9 through 12. The school's mission is to provide a rigorous and challenging education that prepares students for college and career. The school's faculty is highly qualified and dedicated to the success of their students. The school's facilities are modern and well-maintained, providing a safe and secure learning environment for all students.

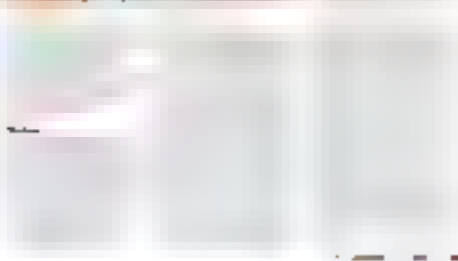
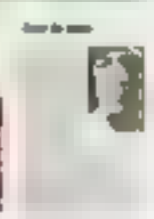


Figure 1. Retaining wall design for the proposed project.



1911-1912

1911-1912



Corporate identity

THEY'RE IN THE HOUSE, AND THE
 * BUT JUST BEFORE THE
 THEY'RE IN THE HOUSE, AND THE

For the North table, we consider the following set of hypotheses:

A

Studies



| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 20. | 21. | 22. | 23. | 24. | 25. | 26. | 27. | 28. | 29. | 30. | 31. | 32. | 33. | 34. | 35. | 36. | 37. | 38. | 39. | 40. | 41. | 42. | 43. | 44. | 45. | 46. | 47. | 48. | 49. | 50. | 51. | 52. | 53. | 54. | 55. | 56. | 57. | 58. | 59. | 60. | 61. | 62. | 63. | 64. | 65. | 66. | 67. | 68. | 69. | 70. | 71. | 72. | 73. | 74. | 75. | 76. | 77. | 78. | 79. | 80. | 81. | 82. | 83. | 84. | 85. | 86. | 87. | 88. | 89. | 90. | 91. | 92. | 93. | 94. | 95. | 96. | 97. | 98. | 99. | 100. |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|



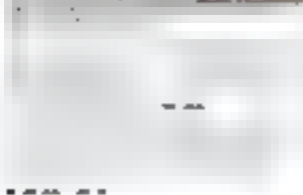


Figure 1. Field C-1 with all three
40 MVA-1, 1" and 2" and 4" of



Figure 1. Field C-1 with all three
40 MVA-1, 1" and 2" and 4" of

Figure 1. Field C-1 with all three
40 MVA-1, 1" and 2" and 4" of

Figure 1. Field C-1 with all three
40 MVA-1, 1" and 2" and 4" of

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Figure 1. Field C-1 with all three
40 MVA-1, 1" and 2" and 4" of

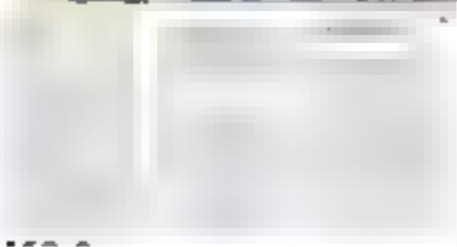
Figure 1. Field C-1 with all three
40 MVA-1, 1" and 2" and 4" of

Figure 1. Field C-1 with all three
40 MVA-1, 1" and 2" and 4" of



A solar-powered engine

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BLACK STEEL, JR. 1
BUILT BY THE AMERICAN STEEL INSTITUTE

Make some working **GLAD HANDS**

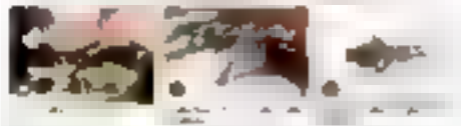
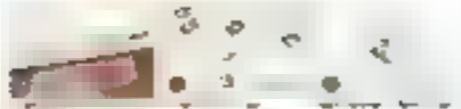


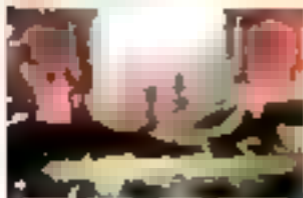
Find out how to make a simple robot that can move on its own

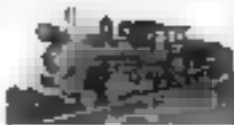
• **AGE 10+**



By [Sarah-Jane Smith](#)







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Warm Valley Bedroom

Journal of Management Inquiry





Figure 1. A photograph of a house with a red rectangular box highlighting a portion of the house and the surrounding area.



Figure 2. A photograph of a house with a red rectangular box highlighting a portion of the house and the surrounding area.



MINIATURE & DWARF

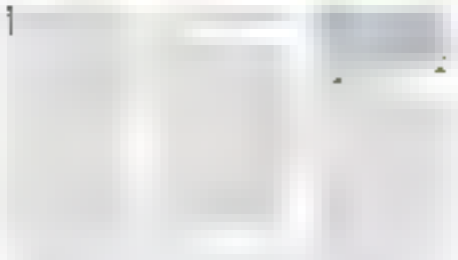
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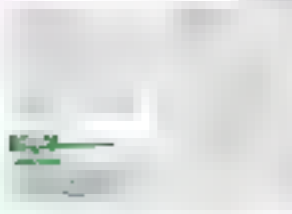
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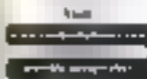
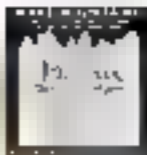


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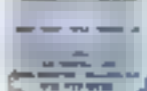
1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.







Handwritten text in a script, possibly Indic, located below the photograph of the small rectangular object.





Handwritten text in Arabic script, organized into approximately 15 horizontal lines. The script is dense and cursive, typical of historical Arabic manuscripts. Some lines begin with large, decorative initial letters (basmala or other markers). The text appears to be a continuous narrative or a list of items, possibly related to a historical account or a legal document. There are some marginal notes and corrections visible throughout the text.





Figure 1



Figure 2



Figure 3



Figure 4



Figure 5



Figure 6

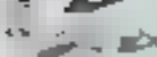


Figure 7



Figure 8

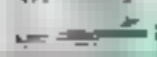


Figure 9



Figure 10



Figure 11



Figure 12



From the Great North Bay



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U.S. Coast Guard Cutter
WMEC-905



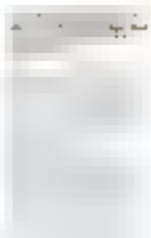
U.S. Coast Guard Cutter
WMEC-905
WMEC-905
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U.S. Coast Guard Cutter WMEC-905



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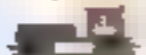




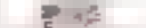
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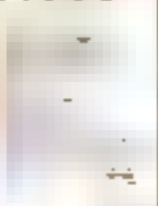
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1. **Introduction**
 2. **Background**
 3. **Methodology**
 4. **Results**
 5. **Conclusion**

100

Figure 1. A schematic diagram of the experimental design.

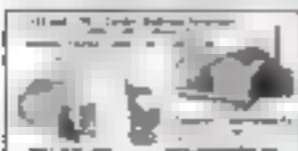
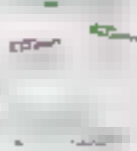
Source: *Author's calculations*.

but all the things are the same.

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[illegible]

15405 m.d. 59. 6. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 841. 842.



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Real progress

The House has passed a bill to amend the Constitution to give the President the power to appoint and remove judges and officers of the courts.

The House has also passed a bill to amend the Constitution to give the President the power to appoint and remove judges and officers of the courts. The House has also passed a bill to amend the Constitution to give the President the power to appoint and remove judges and officers of the courts.



Real progress





The world is
a very large place



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no. 1.1.1



Abstract 1 - version
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* 1971 - 1972
Abstract 1 - version
no. 1.1.1

Abstract 2 - version
no. 1.1.1





The sleeper has overslept

Print document

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 2. The train was delayed by 10 minutes.
 3. The train was delayed by 10 minutes.
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Page 1 of 1

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VOLUME 100, PART 1, 2000



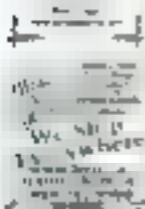
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For instance

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on the 10th of the month

Thank you
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FAMILY SLACKING

AGE 10+ UP

Join us for a "Family Slacking" session. We'll be playing a variety of games and activities that are perfect for families. The session will be held on the 1st floor of the library.

10:00 AM
11:00 AM
12:00 PM



Family Slacking

• Slacking is a fun way to spend time with your family. We'll be playing a variety of games and activities that are perfect for families. The session will be held on the 1st floor of the library.



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There will be a special activity for families. We'll be playing a variety of games and activities that are perfect for families. The session will be held on the 1st floor of the library.

10:00 AM 11:00 AM 12:00 PM

For more information, please contact the library. We'll be playing a variety of games and activities that are perfect for families. The session will be held on the 1st floor of the library.



Go Grande outdoors



Go Grande outdoors

Go Grande outdoors is a fun way to spend time with your family. We'll be playing a variety of games and activities that are perfect for families. The session will be held on the 1st floor of the library.

There will be a special activity for families. We'll be playing a variety of games and activities that are perfect for families. The session will be held on the 1st floor of the library.

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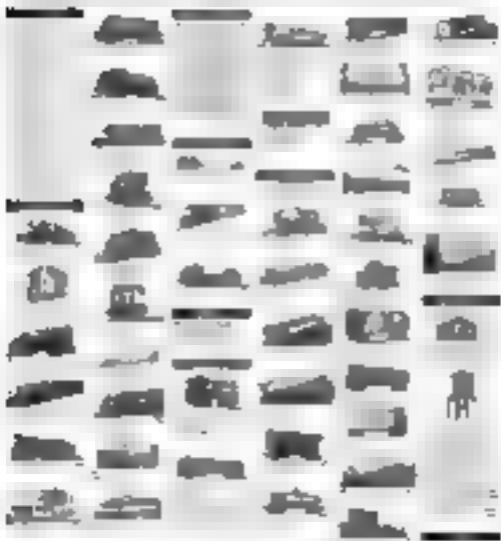
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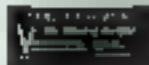
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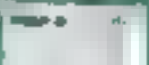
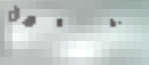
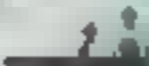
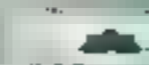
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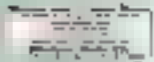
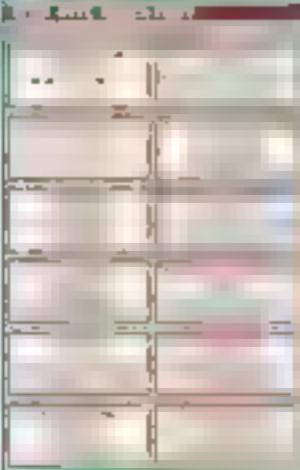


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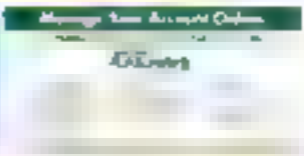
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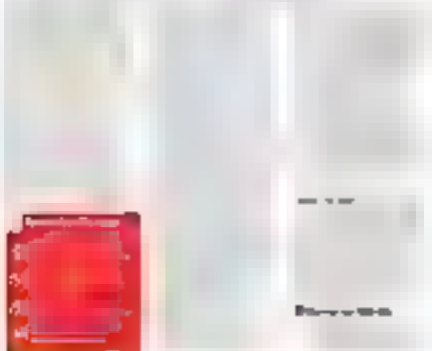
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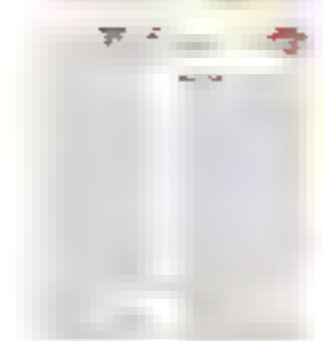
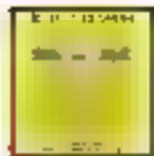
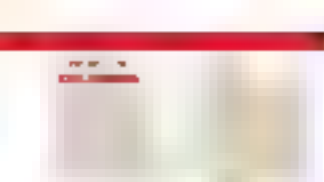
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Paint a perfect backdrop

By Peter W. Smith

For the past few years, I have been painting backdrops for my stage productions. I have found that the most successful backdrops are those that are painted on a large, flat surface. This allows me to create a sense of depth and perspective that is not possible with a smaller backdrop. I have also found that the most effective backdrops are those that are painted in a realistic style. This means that I must pay attention to the details of the landscape, such as the texture of the rocks and the color of the sky. I have found that the most important thing is to create a sense of atmosphere. This is done by using a variety of colors and textures to create a sense of depth and perspective. I have found that the most effective backdrops are those that are painted in a realistic style. This means that I must pay attention to the details of the landscape, such as the texture of the rocks and the color of the sky. I have found that the most important thing is to create a sense of atmosphere. This is done by using a variety of colors and textures to create a sense of depth and perspective.



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Three-axle tank car is perfect for small industry

By Bill H. Smith

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Summary

The three-axle tank car is a perfect fit for small industry. It is a versatile vehicle that can be used for a variety of purposes. It is a good choice for small businesses that need a reliable and efficient way to transport their products.

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Summary

The three-axle tank car is a perfect fit for small industry. It is a versatile vehicle that can be used for a variety of purposes. It is a good choice for small businesses that need a reliable and efficient way to transport their products.

Summary

The three-axle tank car is a perfect fit for small industry. It is a versatile vehicle that can be used for a variety of purposes. It is a good choice for small businesses that need a reliable and efficient way to transport their products.

Summary

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Summary

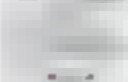
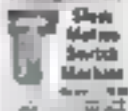
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Summary


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Three-axle tank car is perfect for small industry



Business

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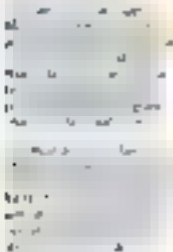
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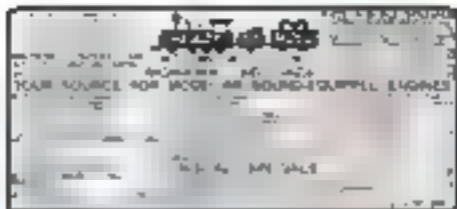
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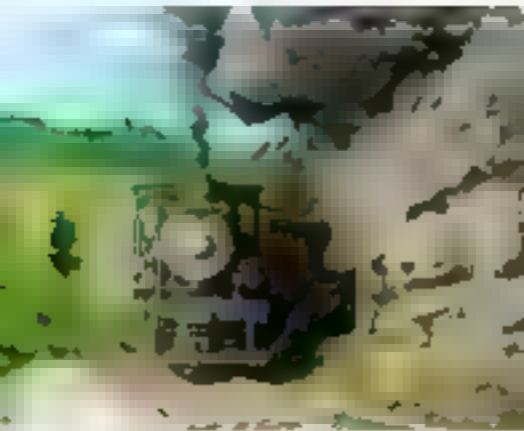
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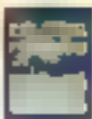


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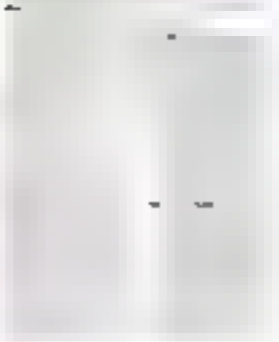
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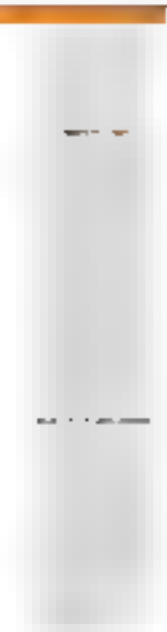
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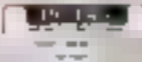
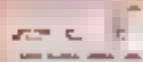
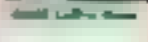
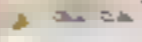
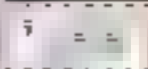
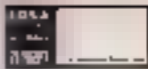
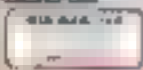
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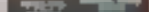
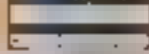
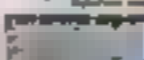
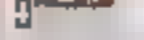
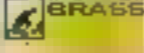
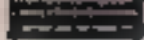
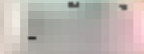
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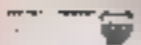




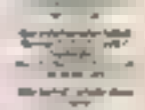
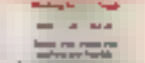
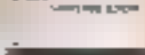
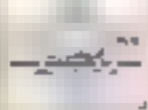
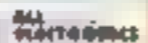
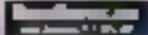
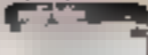
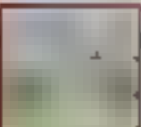
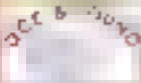
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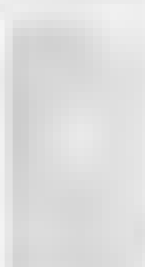




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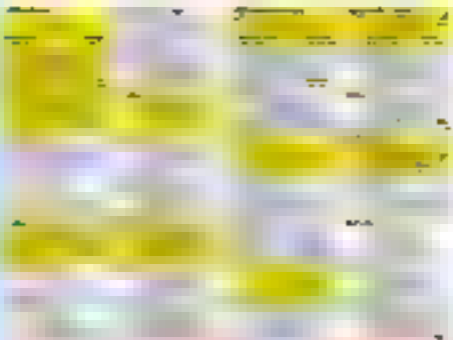
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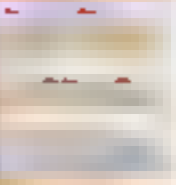




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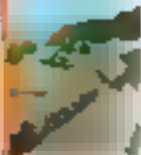
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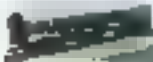


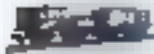


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4666 Jiao et al.





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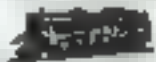
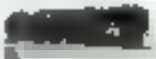




Figure 1. The building at the site of the 1964 earthquake.



Figure 2. The building at the site of the 1964 earthquake, showing damage.







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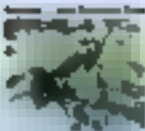


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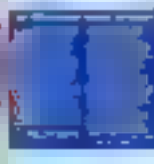


Figure 1



the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion.

As the world's population grows, the demand for food and other resources will increase. The world's population is expected to reach 6 billion by the year 2000, and to reach 8 billion by the year 2025. The world's population is expected to reach 10 billion by the year 2050.

The world's population is expected to reach 12 billion by the year 2075, and to reach 14 billion by the year 2100. The world's population is expected to reach 16 billion by the year 2125, and to reach 18 billion by the year 2150.

The world's population is expected to reach 20 billion by the year 2175, and to reach 22 billion by the year 2200. The world's population is expected to reach 24 billion by the year 2225, and to reach 26 billion by the year 2250.

The world's population is expected to reach 28 billion by the year 2275, and to reach 30 billion by the year 2300. The world's population is expected to reach 32 billion by the year 2325, and to reach 34 billion by the year 2350.

The world's population is expected to reach 36 billion by the year 2375, and to reach 38 billion by the year 2400. The world's population is expected to reach 40 billion by the year 2425, and to reach 42 billion by the year 2450.

The world's population is expected to reach 44 billion by the year 2475, and to reach 46 billion by the year 2500. The world's population is expected to reach 48 billion by the year 2525, and to reach 50 billion by the year 2550.

The world's population is expected to reach 52 billion by the year 2575, and to reach 54 billion by the year 2600. The world's population is expected to reach 56 billion by the year 2625, and to reach 58 billion by the year 2650.

The world's population is expected to reach 60 billion by the year 2675, and to reach 62 billion by the year 2700. The world's population is expected to reach 64 billion by the year 2725, and to reach 66 billion by the year 2750.

The world's population is expected to reach 68 billion by the year 2775, and to reach 70 billion by the year 2800. The world's population is expected to reach 72 billion by the year 2825, and to reach 74 billion by the year 2850.

The world's population is expected to reach 76 billion by the year 2875, and to reach 78 billion by the year 2900. The world's population is expected to reach 80 billion by the year 2925, and to reach 82 billion by the year 2950.

The world's population is expected to reach 84 billion by the year 2975, and to reach 86 billion by the year 3000. The world's population is expected to reach 88 billion by the year 3025, and to reach 90 billion by the year 3050.

The world's population is expected to reach 92 billion by the year 3075, and to reach 94 billion by the year 3100. The world's population is expected to reach 96 billion by the year 3125, and to reach 98 billion by the year 3150.

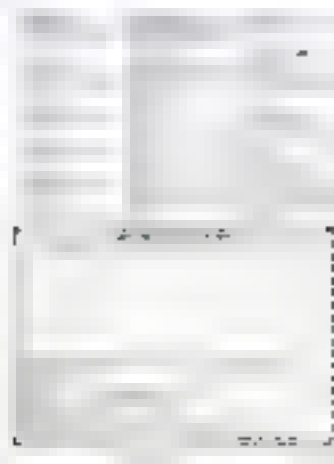
The world's population is expected to reach 100 billion by the year 3175, and to reach 102 billion by the year 3200. The world's population is expected to reach 104 billion by the year 3225, and to reach 106 billion by the year 3250.

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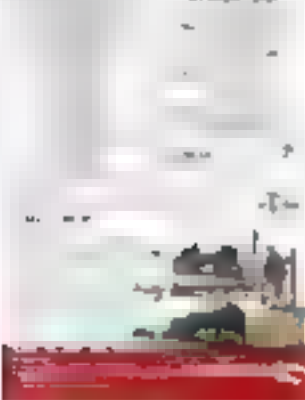
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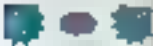


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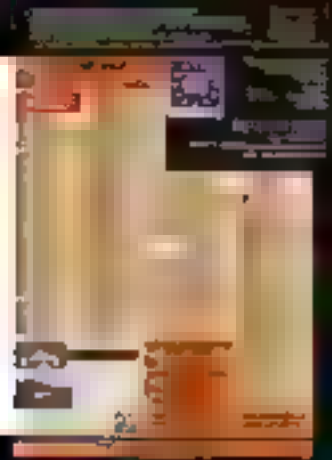


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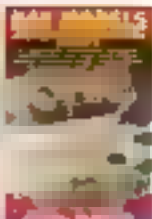
The teacher's role in the classroom is a complex one, involving a variety of responsibilities and tasks. At the heart of the teacher's role is the responsibility to provide a safe and supportive learning environment for all students. This involves establishing clear expectations, rules, and routines from the beginning of the school year. The teacher must also be aware of the individual needs and abilities of each student and provide appropriate accommodations and modifications to ensure that all students have access to the curriculum.

In addition to creating a safe and supportive learning environment, the teacher is responsible for delivering high-quality instruction. This involves planning and preparing lessons that are engaging, challenging, and aligned with state and national standards. The teacher must also use a variety of instructional strategies and assessment tools to monitor student learning and provide feedback to help students improve their understanding and skills.

Another important aspect of the teacher's role is to foster positive relationships with students. This involves showing respect, empathy, and care for each student. The teacher should encourage students to express their thoughts and feelings, and provide opportunities for them to work together and support each other. Building a strong rapport with students is essential for creating a positive learning environment and for promoting student achievement.

Finally, the teacher is responsible for collaborating with colleagues and the community. This involves sharing ideas, resources, and best practices with other teachers, as well as working with parents and community members to support student learning. The teacher should also be a lifelong learner, staying current in their field and seeking out new opportunities for professional growth and development.





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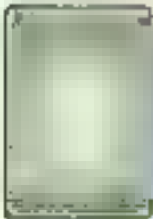
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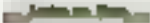


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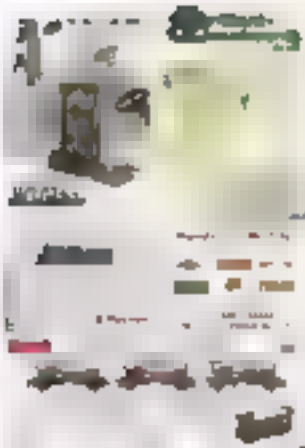
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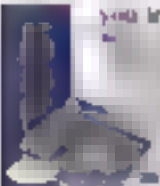
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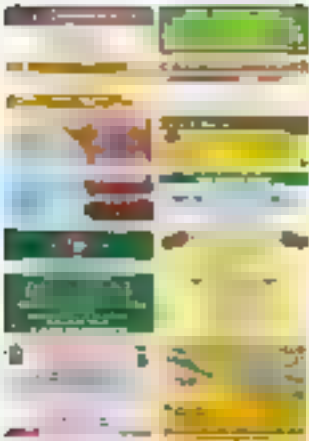
Figure 1



Figure 1. Map of the study area.

Figure 2





1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

2. The second step is to gather relevant information and resources. This may involve researching the topic, consulting experts, or collecting data.

3. The third step is to analyze the information and develop a plan. This involves breaking down the problem into smaller, manageable parts and determining the best approach to solve each part.

4. The fourth step is to implement the plan and monitor progress. This involves carrying out the tasks outlined in the plan and keeping track of the results to ensure that the goal is being met.

5. The fifth step is to evaluate the results and make adjustments as needed. This involves comparing the actual results with the expected outcomes and identifying any areas for improvement.

6. The final step is to communicate the findings and conclusions. This involves sharing the results of the process with the relevant stakeholders and providing a clear summary of the findings.

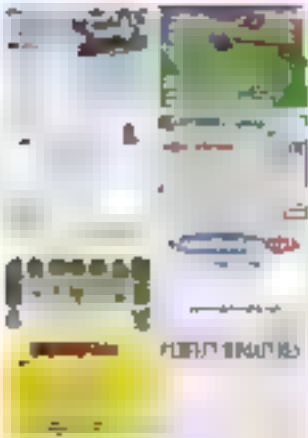


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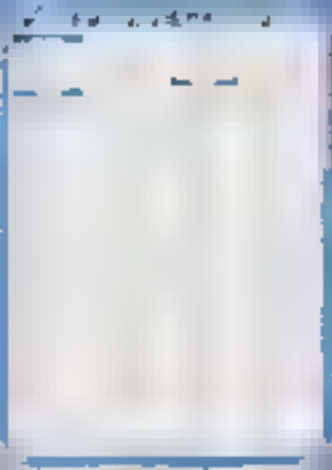
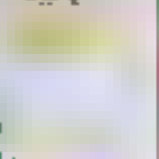


PLATE 1

PLATE 2





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